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ABSTRACT

Reported are the activities of a project in Wisconsin aimed at modifying programs providing inservice and instructional materials to vocational, technical, and adult education districts to allow participation by handicapped students. Section I provides a summary of project activities, including workshops, collection of materials, publications, exhibits at state and national programs and conferences, and consulting and advisory activities. Provided in Section II are presentations at meetings and conventions with the following titles: "Modifying Regular Programs for the Handicapped", "Modifying Vocational Programs for the Handicapped", and "Barriers on Employment of the Handicapped Relative to Materials". Summaries of eight workshops held in the vocational, technical, and adult education districts in Wisconsin are presented in Section III. (IM)

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Modifying regular programs and developing curriculum materials for the vocational education of the handicapped

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progress report 1976

Center for Studies in Vocational and Technical Education

University of Wisconsin-Madison

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PREFACE

During the past two and one-half years the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison has been involved in a project to provide inservice and instructional materials to Vocational, Technical and Adult Education Districts. The project is aimed at modifying regular programs to allow participation of handicapped students. This report reflects the activities carried out during the 1975-1976 project year.

During the 1973-1975 period the project activities were directed toward creating an awareness of the needs, characteristics and capabilities of the handicapped. A series of 30 inservice meetings and workshops for VTAE teachers and "communities" helped accomplish this task. "Communities" include VTAE teachers and administrators, secondary school personnel, agencies at both the state and local level and other interested persons. It was during this time that a collection of statewide and national vocational education resource materials on handicapped and special education was compiled. Over 3,000 copies of the bibliography listing these materials have been distributed and the collection is being widely used by Wisconsin educators. Several additional publications have been produced during the past two and one-half years to aid teachers in the instruction of handicapped students.

The project emphasis during the past 12 months of operation has been in the development of multi-session inservice meetings which are directed toward the actual modification of vocational courses. The need for modified courses is rapidly increasing as a growing number of handicapped students apply for admission to the VTAE schools.

The task of modifying vocational courses for the handicapped has just begun. The future direction of the project will be to assist in the modification procedure by conducting inservice meetings and collecting and developing materials which will be of value to the VTAE teachers as they teach the handicapped.

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SECTION I - SUMMARY OF PROJECT ACTIVITIES

INTRODUCTION

"Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped" was funded by the Wisconsin Board of Vocational, Technical and Adult Education for the period of July 1, 1975 to June 30, 1976 through the Vocational Education Act of 1968. The goal of the Handicapped Project has been to serve the VTAE districts as they provide educational services to the handicapped. The "handicapped" are defined as those individuals with hearing, visual, physical, emotional, speech, mental, and learning disabilities and those persons with drug and alcohol abuse problems and persons with correctional backgrounds.

PROJECT ACCOMPLISHMENTS

Project personnel have accomplished this goal by concentrating on five major areas of service activities to help serve VTAE districts and organizations in Wisconsin: (1) inservice meetings in VTAE districts, (2) collection of materials on handicapped and special education, (3) publications for use in working with handicapped persons, (4) consulting and advisory activities in VTAE districts, and (5) exhibits at state and national programs and conferences. Details of these areas follow.

Workshops and Activities for VTAE districts

Project communications have not been limited to working solely with teachers and administrators in the various districts. To provide complete educational services to the handicapped, entire communities must be involved. Project staff members have encouraged cooperation among the secondary and VTAE schools, human service agencies, employers and parents in order to develop a "community" approach to educating the handicapped. The following is a listing of some of the cooperating agencies and organizations which project staff have involved in developing services to VTAE districts.

(Assisting Agencies and Organizations)

Wisconsin Board of Vocational, Technical and Adult Education
Wisconsin Department of Public Instruction
Bureau for Exceptional Children
Bureau for Career and Manpower Development

Wisconsin Department of Health and Social Services
- Division of Vocational Rehabilitation State and District Offices
- Division of Mental Hygiene
- Bureau for the Blind, Division of DVR

Vocational, Technical and Adult Education Districts
Community Services Board System in Wisconsin
UW-Stout, UW-Eau Claire, UW-Oshkosh, UW-Stevens Point
Mendota and Winnebago Mental Health Institutes
Headwaters Regional Achievement Center-Rhinelander
CESA Districts
Great Lakes Intertribal Council
Wood County Human Services Board
Wisconsin Service Bureau for the Deaf
Wisconsin Association of Retarded Citizens
Governor's Committee on Employment of the Handicapped
Wisconsin Public Schools
- Local Vocational Education Coordinators
- Special Education Coordinators
- Administrators and Teachers

District 916, White Bear Lake, Minnesota
Minnesota Instructional Materials Center
National Association of State Directors of Special Education
Wisconsin Employment Security Division
University of Wisconsin, Madison
- Department of Educational Administration
- Department of Behavioral Disabilities
- Center for Studies in Vocational and Technical Education
  - Policy Recommending Committee

Holiday House, Manitowoc, Wisconsin
Rehabilitation Center, Sheboygan, Wisconsin
Jewish Vocational Service
University of Minnesota
- Department of Educational Administration
- Department of Special Education

Rock County Rehabilitation Center
University of Missouri
- Department of Counseling and Personnel Services

Camden County Vocational-Technical School, New Jersey
Anoka Area Vocational-Technical Institute, Florida
Pinellas Vocational-Technical Institute, Florida
Wisconsin Department of Administration
- Project SKILL

Community College of Denver
Social Security Administration

A gradual change in the content and the direction of the inservice meetings has occurred since the project began in December, 1973. During the first 18 months of the project, the emphasis was on helping VTAE personnel and communities become aware of the needs, characteristics, and capabilities of the handicapped. After 18 months of project operation, it was apparent that

an increased awareness of the handicapped was bringing about a need for modified vocational courses to accomodate the growing number of handicapped students that were enrolling in the VTAE schools. During the 1975-1976 project year, a major emphasis has been placed on modifying programs for the handicapped. A 12-session inservice course on Program Modification and Prescriptive Teaching for Handicapped Students was developed for Milwaukee Area Technical College. This course was the forerunner of other multi-session inservice meetings which will be directed toward the modification of regular programs for the handicapped in other VTAE districts.

Project staff members were in communication with all 16 VTAE districts during the project year and served in an advisory capacity to help districts develop inservice plans for 1975-1976 and future years. The staff also consulted with individual teachers, teacher inservice committees and administrators in developing programs and materials for the handicapped. A list of inservice meetings held in the VTAE districts follows.

Southwest Wisconsin Vocational, Technical and Adult Education District	December 10, 1975
Madison Area Technical College	December 21, 1975
North Central Technical Institute	January 7, 1976
Mid-State Technical Institute	January 12, 1976
Milwaukee Area Technical College 12-session inservice course	January 14 through March 31, 1976
Lakeshore Technical Institute	May 6, 1976
Mid-State Technical Institute	May 26, 1976

In addition to the above inservice meetings, the project staff conducted 40 small group meetings with VTAE teachers, inservice committees and administrators.

Collection of Materials for Handicapped and Special Education

The Vocational Materials Resource Center includes a collection of materials about handicapped and special education. The materials are available on a free-loan basis and have been collected by project staff and bought through project monies. The distribution has been financed in part by the Department of Public Instruction. One of the best resource collections in the nation has been acquired during the past two and one-half project years. The publication,

Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, Second Edition, 1975, contains over 1600 items. A coding system has been developed for ten areas of materials relative to vocational programs for handicapped individuals according to type of handicapping condition and specific vocational training areas. From July, 1974 through May, 1975, approximately 850 items were requested by Wisconsin educators. For the following year, July, 1975 through May, 1975, nearly 1800 items had been loaned to Wisconsin educators. The goals of the collection are to assist in modification of curriculum so handicapped persons can be admitted into the regular programs, to provide information relative to existing national programs which would be of value in developing Wisconsin programs and to provide curriculum materials specially designed for use with handicapped students. An addendum to the second edition of the bibliography containing over 600 new items will be available in July, 1976. There are now over 2100 items in the resource collection which are available to Wisconsin educators.

Publications for Use in Working with Handicapped Persons

1. Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, An Addendum to the Second Edition, July, 1976. The addendum contains over 600 items. Second edition copies (2400) have been distributed.
2. Vocational/Career Education Programs for Persons With Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts. This publication contains information on 159 vocational/career programs funded by the Wisconsin Board of Vocational, Technical and Adult Education and Wisconsin's 16 VTAE districts. Nearly 900 copies have been distributed.
3. Modifying Vocational Programs for the Handicapped, Progress Report, 1976. This is a progress report of the project Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped.
4. Training the Slow Learner for Employment. A color video tape being developed by the Center for Studies in Vocational and Technical Education and Fox Valley Technical Institute. Available after August, 1976.
5. A series of publications entitled It's About Time the Needs of the Handicapped Came Out In The Open is under development. The eight publications detail emotional disturbance, hearing impairment, learning disabilities, mental retardation, physical disabilities, visual impairment, alcohol abuse, and drug abuse.

In addition, project personnel produced many handouts for use in inservice meetings and workshops concerning the vocational education of the handicapped.

Exhibits at State and National Programs and Conferences

The project staff prepared a two-hour program for the Special Needs Division program at the American Vocational Convention in Anaheim, California in December, 1975. Project staff were also active in developing programs for the Wisconsin Association of Vocational and Adult Education Convention and the Wisconsin Association of Vocational Education Special Needs Personnel.

Consulting and Advisory Activities

The project staff has been asked by many individuals for services relating to instruction, materials and help in developing programs for handicapped students. Project members also serve in an advisory capacity to the Center Curriculum Project, Project EMR at the University of Wisconsin-Stout, and in projects in the developmental stage which will serve handicapped individuals.

Lloyd Tindall served on a subcommittee to the President's Committee on Employment of the Handicapped to develop a national forum on Pathways to Employment which will be held late in 1976. He also served as President of the Wisconsin Association of Vocational Education Special Needs Personnel during the project year.

FUTURE DIRECTIONS

The project will increasingly emphasize the modification of regular programs for the handicapped as VTAE districts move from the awareness stage into the modification stage in the development of programs for the handicapped. Program modification demands a more concentrated approach and a hands-on type of activity to assist teachers. This means that more multi-session inservice meetings will be needed. This also means that the handicapped students will be acquiring employable skills and will be seeking employment. Increased emphasis on working with employers will be necessary.

In the area of materials, the project staff will be looking for examples of modified curriculum and for other projects which may be working on the

modification of materials for the handicapped.

The future goal of the project will be to provide continued service to the VTAE districts as they increase services to the handicapped persons

SECTION II - PRESENTATIONS AT MEETINGS AND CONVENTIONS

MODIFYING REGULAR PROGRAMS FOR THE HANDICAPPED

Presented To: New and Related Services Division-Special Needs Section of the American Vocational Association, Anaheim, California, December 7, 1975.

Presented By: Lloyd W. Tindall, Ph.D., Center for Studies in Vocational and Technical Education, 321 Old Education Building, University of Wisconsin-Madison 53706.

Modifying Regular Vocational Programs for the Handicapped is the name of a project at the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison. The project is funded through the Wisconsin Board of Vocational, Technical and Adult Education for the purpose of providing service to VTAE teachers and administrators as they provide service to the handicapped.

This program is carried out in three ways: (1) conducting workshops and in-service meetings for VTAE teachers, (2) collecting materials for the free loan system for Wisconsin educators and (3) developing materials on the vocational education of the handicapped.

During the past two years over 2,000 persons have attended 24 in-service meetings and workshops. The free loan library has over 2,000 items available for use by Wisconsin educators and various types of materials have been developed. The film "Just the Beginning" is one of those developments.

Materials for the library have been collected from all over the nation and reflect the status of current materials development for vocational education of the handicapped. The materials are strong in the areas of awareness of needs, characteristics and capabilities of the handicapped. Information on living skills, pre-vocational skills and supportive services needed for program development is readily available. Teaching methods and techniques to use are also suggested. Many of the commercial texts labeled for use in teaching the handicapped do not specify for which handicapped the material is to be used. Much information developed by existing projects is not shared by fellow teachers, other schools, or states.

A recent survey of the set aside monies spent from the 1968 Vocational Amendments show that two out of three projects are in the pre-vocational

or supportive service areas. Although this money may be well spent and necessary, it is time that we applied our resources to the modification of the regular vocational programs. Too often an illusion of complication exists regarding the handicapped and program modification.

Many times we talk about the handicapped as if everyone knows the definition of a handicapped person. Even though our educational system has been operating for over 200 years, it is still necessary that we give at least a simple definition of who are the handicapped. The following disability areas are those served by the modification project: physical, mental, hearing, visual, speech, emotional, learning, ex-offenders, drug and alcohol abuse, language cultural, and multiple disabilities.

I am often asked, "Why does it take so long to modify programs for the handicapped?" The modification processes are not overly complicated. The complications arise when we attempt to overcome the barriers preceding modification. Much awareness work is still needed and a commitment to action must be made. The majority of vocational programs for the handicapped are still in the pre-vocational areas. We are still trying to identify the handicapped. Reluctance to change programs and to employ trained handicapped persons presents huge barriers.

Little, if any, certification for vocational education of the handicapped is required. The fear of the unknown exists. "What shall I do?" "How long will it take?" "What will it do to my other students?" are questions which are commonly asked by teachers. Finally there is a lack of WANT TO.

At this point I would like to take a quick look at how to modify programs for persons in several of the handicapped areas. There are two principals which apply to modifying programs for the handicapped. First, vocational teachers must set goals for the handicapped and prescribe alternative routes for reaching those goals. Second, the development and prescription of competency based individualized instruction must be initiated by teachers as a step toward modification.

The first modification example I would like to discuss is the teaching of the visually impaired. Our staff is in the process of developing a series called It's About Time (various disabilities) Came Out In The Open. In this series an attempt is made to start with the awareness need for the particular disability and then provide information on how to teach persons with the disability. Finally, some useful helps on employing the particular handicapped are provided. Let's briefly look at the eight helps for Teaching The Visually Impaired:

1. Make the best of residual vision
2. Use talking books, cassette recorders
3. Allow extra time
4. Provide a quiet separate room, when needed
5. Provide audio and tactile clues
6. Let student type tests
7. Go one step beyond that required of a regular student
8. Keep an open-ended job list

This is not a comprehensive list, no list would be. However, there is nothing on this list that we as teachers could not provide or help others provide for the benefit of the visually impaired.

Physically disabled persons are very visible and need our understanding attention. We should be ready to discuss modifications needed with the individual students. Here are seven points to keep in mind when Teaching The Physically Disabled:

1. Assess the physical requirements of the course, the lab or equipment with the student
2. Allow for dictating work on a recorder
3. Allow extra time for tests, or projects
4. Allow rest periods
5. Consider strength and coordination required to move objects
6. Provide access for wheelchairs
7. Help to modify jobs

One of the most difficult of all handicaps for students to overcome is hearing impairments. Not only is it a difficult handicap, but sometimes it is invisible to the teacher. A good list of things to do in Teaching The Hearing Impaired would include the following:

1. Remember language is not a measure of intelligence
2. Be careful of amplified sound
3. Use and learn to work with an interpreter
4. Face the hearing impaired student
5. Adjust speaking speed and room light

6. Have other students take notes
7. Adjust for low reading levels
8. Provide alternative testing techniques
9. Help overcome isolation feelings
10. Remember the social lag

Now let's look at a handicap which is a little harder to accept for most teachers and which has more intangible solutions, the emotionally disturbed. I would be the first to admit that these are nothing more than good teaching techniques for use with any student. However, with a regular student, we can violate these techniques and get by with it, thanks to the tolerance of our students. With the emotionally disturbed students the violations will trigger an undesirable reaction. The techniques for Teaching The Emotionally Disturbed follow:

1. Be consistent
2. Provide cues
3. Ignore
4. Praise
5. Forewarn of difficult situations
6. Ask--don't command
7. Listen
8. Provide a step by step approach to the goal
9. Stop the world
10. Model the behavior desired
11. Remove the student from the situation

This next group of handicapped persons, the mentally handicapped, represents the greatest number of handicapped persons, and one of the most difficult to employ. There are well developed techniques and methods which work with the mentally handicapped. Much success has been obtained when programs are modified according to these techniques. There are twelve points which should be considered when Teaching The Mentally Retarded. Careful consideration of the following 12 points will help in developing successful programs for the mentally retarded:

1. Consider the points in the film, "A Little Slow"
2. Select an employable skill to be taught
3. Divide the skill into the basic single concept components
4. Identify teaching alternatives for each skill
5. Teach each single concept in an organized way
6. Minimize failures, use as a step to success
7. Guide incorrect responses into correct responses
8. Immediately and clearly reward successes
9. When learning modes are identified-stick to them
10. Provide repetition--over a time period
11. Start a new concept, only after the old one is learned
12. Help modify the job

The last group which we will look at is probably the most difficult of all the groups to serve, the learning disabled. There are several reasons for this difficulty. The first reason is that learning disabilities is a "catch all" for any disability that doesn't fit the mold. Second, there is a tendency to lump learning disabled and mentally retarded together. Sometimes this combination has some good theoretical basis for being combined and sometimes it is just a more socially accepted term than mentally retarded. For our purposes I would like to describe the learning disabled as persons with the following three characteristics:

1. A disorder in one or more of the psychological processes involved in the understanding or using of the spoken or written language
2. A disorder which occurs in listening, talking, reading, writing, spelling, or in doing mathematics.
3. A disorder may be a perceptual handicap, brain injury, brain dysfunction, dyslexia, or developmental aphasia.

With this description in mind, I would like to discuss the following points in Teaching The Learning Disabled:

1. Prescribe an individual program
2. Be aware of variance in reading levels
3. Be able to change a well organized program at a moment's notice
4. Use a multi-media approach
5. Use group instruction to test ability to function in a regular program
6. Use small groups for student's benefit, not teacher's convenience
7. Help students set their own goals
8. Teach what student needs most, don't worry about the past
9. Do not evade the vocation issue
10. Be aware of the con-artist, teach standards and morals
11. Expect a high achievement
12. Give someone else a chance

The last point I would like to make is that schools and ultimately teachers, are judged by the fact that students do or do not obtain jobs after graduation or completion of a course. The people of our communities do not grade by the modern grading system, they use the old fashioned A, B, C system. This overlay gives an idea of what such a grading system might look like when applied to the student's ability to get and hold a job:

The One Question Test

How many of your students have the ability to get and hold a job?

10 out of 10 - A
9 out of 10 - B
8 out of 10 - C
7 out of 10 - D
6 out of 10 - F

A short session such as this is not intended to solve all problems involved in modifying regular programs for the handicapped. The idea, which I hope you will retain, is that modifying programs for the handicapped is not an impossible task. Once a teacher decides to accept the challenge, the task is within reach and the rewards are gratifying.

WISCONSIN EDUCATIONAL RESEARCH ASSOCIATION

1975 Annual Meeting

December 6, 1975

MODIFYING VOCATIONAL PROGRAMS FOR THE HANDICAPPED

Presented by John J. Gugerty, Specialist, for
Lloyd W. Tindall, Program Associate, Center for
Studies in Vocational and Technical Education,
University of Wisconsin, Madison

In my talk today, I am going to touch on four areas: The first is a description of the project "Modifying Vocational Programs for the Handicapped." The second is an overview of barriers which presently create difficulties for handicapped students desiring to obtain a vocational education in Wisconsin. The third area covers selected examples of research needs which, if satisfied, should facilitate the vocational education of students with handicaps. The fourth area consists of a film which highlights some of the achievements to date in providing handicapped people with vocational education.

The project "Modifying Vocational Programs for the Handicapped" is funded through the Wisconsin Board of Vocational, Technical and Adult Education. The project's purpose is to assist each vocational school district in its efforts to educate students having handicaps. Included in the category "handicapped" are people having one or more mental, physical, visual, hearing, speech, emotional, or learning disabilities. People who are ex-offenders or who are recovering from the abuse of chemicals are also viewed as handicapped.

The priority activity of the Modification Project's staff at present is to conduct workshops, seminars, and inservice training sessions on vocational education of the handicapped. Twenty-two such meetings have been conducted in various vocational school districts since December, 1973, with a total attendance of over 2500 teachers, administrators, agency members and employers.

The Project's staff also works on two related activities. One of these is an on-going nation-wide search for materials dealing with vocational education of the handicapped. Thus far, over 2000 items have been collected

and are available from the Center on a free loan basis to residents of Wisconsin. These materials are listed in a publication entitled Vocational Education Resource Materials: A Bibliography of Free Loan Materials for Handicapped and Special Education.

The final Modification Project activity is the actual development of new materials for vocational education of the handicapped. A series of publications covering each disability area is currently in progress.

But, as with any change effort, vocational education of handicapped students does not always proceed smoothly or evenly. Barriers to successful integration of handicapped students into regular programs include the following:

1. Attitude--the age-old bugaboo of fear and inertia; fear of the unknown; fear of the person who is "different;" inertia stifling efforts to learn more about the handicapped; inertia blocking program innovation.
2. The second barrier stems from the impact of labor-management negotiations on staff inservice training days. These are currently being reduced or even eliminated from teacher contracts.
3. The third major barrier stems from the fact that existing curricula, lesson plans, teaching techniques and teaching aids cannot be fully utilized by many handicapped students without modification and development. As yet, many vocational programs still await this modification and development.

Researchers can enhance the effectiveness of vocational education for handicapped people by studying areas such as:

1. The nature of attitude change, and the discovery and development of effective means to achieve attitude change in the natural environment.
2. The nature of the process leading to job loss, job transfer, and job betterment by people having handicaps.
3. The relative effectiveness of various types of vocational training programs.

In spite of the problems and needs I've mentioned, providing vocational education for people with handicaps is not an insurmountable task. At this time I would like to show you a film entitled Just The Beginning, which portrays some of the academic support services needed to integrate handicapped students into the mainstream of vocational education.

BARRIERS ON EMPLOYMENT OF THE HANDICAPPED RELATIVE TO MATERIALS

APRIL 27, 1976

Prepared For: THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Prepared By: Lloyd W. Tindall, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

The following barriers are those which contribute directly or indirectly to the employment of the handicapped. Although examples may be found in which the following barriers have been overcome, in general these are the barriers related to materials which have an impact upon the employment of the handicapped.

I. Status of Existing Materials for Vocational Educators

A. Only a minimal amount of existing materials pertain to the training of handicapped for employment.**

B. Textbooks, teachers manuals and guides do not tell how to adapt materials to learning styles of the educable mentally retarded, slow learner, learning disabled, emotionally disturbed and others.

C. Materials on teaching employability skills are not in single concept, task oriented, non-verbal format as needed by EMR and slow learners.

D. Materials on teaching and how to teach handicapped students in a regular classroom along with non-handicapped students are nearly non-existent.

E. The demand for the above materials is apparently not great enough to provide commercial publishers with enough profit to develop the needed materials.

F. A lack of dollars or a lack of priority in dollar allotment has delayed development of needed materials.

G. Examples of modified curriculum in teaching employability skills are not available.

H. There have been many materials produced by USOE funded projects for handicapped with the set-aside monies. The bits and pieces of modifications which were developed and which really work are not retrieved, gleaned for good ideas, and disseminated to other educators.

I. Much of the set-aside monies have been spent on pre-vocational and supportive service materials for the handicapped. The materials are necessary. However, materials which teach an employable skill are equally needed.***

II. Status of Educational Materials Relative to Employers

A. Materials and information to help employers modify jobs for specific handicaps such as EMR, slow learner, emotionally disturbed are not available.

B. Materials to help educators and employers coordinate the teaching of job skills for modified jobs is nearly non-existent.

C. Much of the material in the press, radio and TV commercials relates to employing the physically handicapped. The general public perceives the word "handicapped" to be a physical handicap. Materials which relate to employment of other handicaps such as persons with learning, emotional, mental, speech, and language/cultural handicaps are lacking.

III. Evaluation Materials Related to Employment of the Handicapped

A. A wide range of tests are available in the cognitive, affective and psychomotor domain and much emphasis and financial resources have been expended on work-sample evaluation systems. A great barrier exists in the translation of the results of test and evaluation findings into educational prescriptions which describe the teaching techniques, learning modalities of the students and the materials which will be successful in teaching employability skills to specific handicaps. Materials to help educators accomplish this task are not available.

B. Materials, techniques and methods to help a vocational teacher quickly identify mental, learning and emotional and other disabilities at the beginning of a course which teaches employability skills are not available. Confidentiality laws suppressing transfer of test information have increased the need for immediate identification of disabilities which may cause students to drop out of vocational courses. The classroom level educator can then modify to meet the specific needs.

IV. Confidentiality Laws

A. Confidentiality laws are keeping evaluation materials containing information on how to overcome these disabilities out of the hands of employability skills teachers. For example, secondary systems may develop comprehensive information on handicapped students. These students then go to a post-secondary vocational class with little more information than their name. There is a narrow time window which the vocational teacher has to identify the problem and select methods and materials for the student before the student drops out.

* The handicapped are defined as those persons having one or more of the following disabilities: visual, hearing, speech, language/cultural, emotional, mental, physical and learning disabilities, drug and alcohol abuse problems and ex-offender problems.

** Exhibit One - Vocational Education Resource Materials, A Bibliography for Handicapped and Special Education, Second Edition, 1975.

*** Exhibit Two - Vocational/Career Education Programs for Persons With Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts.

EXHIBIT ONE

APRIL 27, 1976

Prepared For: THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Prepared By: Lloyd W. Tindall, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

The publication, Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, Second Edition, 1976, is a listing of over 1600 items available on a free loan basis to residents of Wisconsin. An addendum of over 500 new items is currently being printed.

The resource materials are a result of a two and one-half year national search to identify materials for use in the vocational education of the handicapped. The table of contents also serves as a coding system for the categorization of materials. The missing page numbers in the table of contents signify gaps in the resource collection. The report to the President's Committee on Employment of the Handicapped on Barriers to Employment of the Handicapped Relative to Materials is based in part on the evaluation of the 2100 items in the resource collection.

The strong points of existing materials are in the areas of the Awareness of Needs, Characteristics and Capabilities of the Handicapped, and in Supportive and Pre-vocational Services for the Handicapped. The sparseness of materials relating to the modification of vocational courses which train the handicapped for employment presents the greatest barrier in materials. Alleviation of this material barrier will be a big step towards helping educators prepare handicapped individuals for employment.

EXHIBIT TWO

APRIL 27, 1976

Prepared For: THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Prepared By: Lloyd W. Tindall, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

The publication, Vocational/Career Education Programs for Persons With Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts, provides an insight into the kinds of programs funded by the 1968 Vocational Amendments and Wisconsin's sixteen Vocational, Technical and Adult Education Districts. An examination of the handicapped projects shows that less than 30% actually relate to training students for employment. Over 70% relate to pre-vocational, supportive and other services needed to prepare the handicapped for entry into skill training classes.

The funds spent on pre-vocational and supportive services have filled a definite need. An increased percentage of vocational funds should be spent on skill training which leads to employment. Most of the pre-vocational and supportive service needs should be met prior to the handicapped student's enrollment in institutions or in courses which teach an employable skill. As a result, funds would be released for teaching employable skills.

SECTION III - SUMMARY OF WORKSHOPS HELD IN THE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

VTAE District	Date	Attendance	Page
Southwest Wisconsin Vocational, Technical and Adult Education District	December 10, 1975	35	21
Madison Area Technical College	December 21, 1975	47	27
North Central Technical Institute	January 7, 1976	120	31
Mid-State Technical Institute	January 12, 1976	2'	41
Milwaukee Area Technical College - 12-Session Inservice Course	January 14 through March 31, 1976	28	47
Lakeshore Technical Institute	May 6, 1976	28	61
Mid-State Technical Institute	May 26, 1976	90	67
Third Annual Administrative Leadership Conference for VTAE Administrators and Secondary LVEC's	June 10, 1976	29	75

PERSONS WITH SPECIAL NEEDS IN THE CLASSROOM: WHAT DO WE DO?

WEDNESDAY, DECEMBER 10, 1975

ROOM 227-229

SPONSORED BY:

SOUTHWEST WISCONSIN VOCATIONAL-TECHNICAL INSTITUTE

AND

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

9:00 A.M. and 1:00 P.M. — INTRODUCTION: What does it feel like to be a Slow Learner?

John Gugerty, Specialist, Center for Studies in Vocational and Technical Education

Jim Struss, Program Chairman, Vocational Exploration Program, Southwest Wisconsin Vocational-Technical Institute

9:40 A.M. and 1:40 P.M. — KEYNOTE ADDRESS: What Employers desire in the Educable Mentally Retarded employee.

James McInnis, Director of Food Operations, Rennebohm Rexall Drug Stores, Inc., Madison, Wisconsin

10:00 A.M. and 2:00 P.M. — BREAK

10:15 A.M. and 2:15 P.M. — PANEL DISCUSSION AND AUDIENCE PARTICIPATION: Teaching the student with Special Needs and dealing with specific problems which arise.

MODERATOR: John Gugerty, Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

PANEL MEMBERS:

David Becwar, Counselor, Southwest Wisconsin Vocational-Technical Institute

James Barteldt, Special Education, East High School, Madison

Bernard Kane, Industrial Arts Chairperson, East High School, Madison

James McInnis, Director of Food Operations, Rennebohm Rexall Drug Stores, Inc., Madison

Arnold Potthast, Chief, Trade and Industrial Education, Wisconsin Board of Vocational, Technical and Adult Education, Madison

Penny Trumpy, Psychologist, Southwest Wisconsin Vocational-Technical Institute

11:00 A.M. and 3:00 P.M. — FILM: Just the Beginning

11:25 A.M. and 3:25 P.M. — PROGRAM EVALUATION PERIOD

PERSONS WITH SPECIAL NEEDS IN THE CLASSROOM: WHAT DO WE DO?

Wednesday, December 10, 1975

Southwest Wisconsin Vocational-Technical Institute

Sponsored by

Southwest Wisconsin Vocational-Technical Institute
Fennimore, Wisconsin

and

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing evaluation: 10/35 participants

Teachers:	9
Administrators:	1

		Responses
I.	Which areas were the most useful to you?	
a.	No answer.	1
b.	All areas.	2
c.	The "hands-on" exercise which gave me the feelings my students often encounter.	1
d.	Probably those that related directly to our own area (classroom).	1
e.	Comments by McInnis.	1
f.	Panel discussion. Several people approaching the subject from different view points really adds to insight.	1
g.	Discussion.	1
h.	Employer comments. Transition classroom area concept.	1
i.	Panel discussion. Slow learner in classroom was most pertinent to my field.	1
j.	Additional comments. -The abstract problem really hit home when correlated with frustrations of handicapped.	1
II.	Which areas did you dislike or think should be altered?	
a.	No answer.	4
b.	None.	2
c.	Not enough discussion.	1
d.	I dislike movie.	1
e.	Panel discussion could have been pulled together more effectively.	1
f.	I enjoyed and benefited from all parts of this seminar - if nothing else but reinforcement of positive attitudes in working with such students.	1

III. Do you think additional seminars on the handicapped would be valuable?

a. Yes. 10
b. Additional comments
-Schedule at a time when more staff can attend- during in-service.
-It never hurts to keep the needs of all people before the public - if encouragement and constructive advice and instruction go along with the presentation.

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a. No answer. 1
b. Future seminars on in-service days so more instructors are able to attend. 2
c. Format very good; short segments, varied. 1
d. Liked the idea of people from different areas on the panel. 1
e. Good job at present. 1
f. Presentation of materials that are available in various areas specifically pertaining to handicapped students. 1
g. Task analysis of individual teaching area to handicapped. 1
h. Have some parents of slow learners on the program. 1
i. Use more classroom teachers. 1

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a. No answer. 7
b. On the job training areas; supervised living situations. 1
c. Employment opportunities. 1
d. Need more background information on individual students as they enter our classes. 1

VI. What resources, information, or help do you need to improve services to the handicapped?

a. No answer. 4
b. Basic instruction or materials on working with the handicapped made available to more instructors. 1
c. Continual flow of information as to what projects are working and what agencies are doing to integrate handicapped persons into the working society. 1
d. Ability to take people into program at their level. 1
e. Larger instructor numbers. 1
f. More information about requirements for various jobs so most realistic possibilities can be explored. 1
g. More structured approach for a basic foundation. 1

VII. Other comments.

a. No answer. 5
b. Good seminar. 2
c. Arrange scheduling to get better attendance. 1
d. It's good to see that more schools are developing transition classes and are trying to keep students in school and on the road to success. 1
e. The main speakers excellent, as were all who participated. 1
f. Comment on the frustration tools. They could hassle the people more. Video tape equipment was available and could have been used to have a tape of an actual scene or a simulation of an appropriate incident.
g. Did you get to all the people you wanted to get to? Why only Trade and Industry? Were all the administrative possibilities fully explored so the best time for bringing the people together was utilized?
h. There were too many presenters. They were acutally getting seven minutes per session and yet were spending a full day here. These presentations were disjointed and not linked together by a common theme or idea.
i. What I would have liked to see:
What are some of the common handicaps in learning-those of a physical nature and those of a mental nature. Take them one at a time. How does one identify these in the educational setting: What methods can be used with these students? What are limiting disabilities that could keep a person out of an entire program? Could the program be modified so a person could progress as far as they could, without completing all the requirements for a diploma?
What about a list of learned compentencies?
What other structures could be introduced into the learning environment which would provide student support? Learning Centers, Open Labs, etc. What should their roles be?

HANDICAPPED STUDENTS IN THE CLASSROOM

Sponsored By

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

and

Madison Area Technical College
Madison, Wisconsin

Monday, December 22, 1975

10:30 a.m. and 2:00 p.m. — Instructional Materials for Special Needs Students in Vocational Education: Type, Status, and Use

Lloyd Tindall, Program Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

10:40 a.m. and 2:10 p.m. — Film: "Just the Beginning"

11:05 a.m. and 2:35 p.m. — Panel Presentation

The Physically Disabled Student

Michael Falconer, Madison Citizens Advisory Commission on Physical Disabilities and MOBIL, Madison Organization Behind Independent Living. Project Association, Psychology Department, University of Wisconsin-Madison

Teaching Techniques With the Developmentally Disabled

John Gugerty, Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

Teaching Techniques With the Developmentally Disabled

Kay Davis, Reading Specialist, Madison Public Schools, Madison

Teaching Techniques With the Learning Disabled

Lloyd Tindall, Program Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

HANDICAPPED STUDENTS IN THE CLASSROOM

Monday, December 22, 1975

Madison Area Technical College

Sponsored by

nter for Studies in Vocational and Technical Education
University of Wisconsin-Madison

and

Madison Area Technical College
Madison, Wisconsin

Completing Evaluation: 15/47 participants

		Responses
I.	Which areas were the most useful to you?	
	a. No answer.	2
	b. All very good.	3
	c. Resource.	1
	d. Awareness of other people's problems; film was good, after talk this morning about being concerned with others, this fit right in.	1
	e. Physically handicapped.	
	f. The area of what can be done to help physical handicapped person with buildings and environment.	1
	g. Discussion, questions.	1
	h. Panel discussion; speakers.	1
	i. Dealing with handicapped as human beings.	1
	j. Availability of bibliography.	1
	k. Learning; Special Needs.	1
	l. Teaching the slow learner.	1
II.	Which areas did you dislike or think should be altered?	
	a. No answer.	9
	b. Well done.	1
	c. Psyching out the students. How to support vocational education.	1
	d. Overhead not focused, shown too quickly.	1
	e. First transparencies.	1
	f. Not enough time or too many topics.	1
	g. Handout about materials available instead of presentation. More time for questions and answers.	1

III. Do you think additional seminars on the handicapped would be valuable?

a.	Yes. -for those who deal with handicapped. -for those not familiar with situation. -with more time available. -specifically in health occupation areas. -specific vocation programs	15

IV. What subjects or topics should be stressed in the seminar?

a.	No answer.	3
b.	Information on chemical interferences with learning.	1
c.	Learning disabled at the post-high school level.	1
d.	Successful approach models.	1
e.	More physical areas.	1
f.	Educating the whole person.	1
g.	Each specific area with examples and concrete suggestions for problem areas.	1
h.	Methods for instruction.	1
i.	Continued ideas, techniques, methods for helping special need students.	1
j.	More examples on how to reach handicapped.	1
k.	More time to cover all topics.	2
l.	New facilities.	1

V. Would you be interested in a class on vocational education of the handicapped which would be offered for University credit?

a.	Yes.	11
b.	No.	2
c.	After completion of masters.	1
d.	Maybe - depends on time offered and course outline.	1

"VTAE AND THE HANDICAPPED STUDENT"

Wednesday, January 7, 1976
Co-Sponsored By

North Central Technical Institute - Wausau
and

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

8:00 A.M.	**Individual Preparation Time and Specialized Department Meetings when Scheduled**	
8:30 A.M.	Introduction of Speaker Dr. Lloyd Tindall, Center for Studies in Vocational and Technical Education University of Wisconsin-Madison	Studio B Total Faculty
8:35 A.M.	"What if They Don't Fit the Mold?" Dr. Paul Lustig, Professor Behavioral Disabilities University of Wisconsin-Madison	
9:00 A.M.	"Just the Beginning" - Film	Studio B
9:30 A.M.	Coffee Break	
10:00 A.M.	First Session (See Appendix for Assignment) Panel on Cultural Disabilities	Rooms 104, 106

Chairpersons: Lois Gilliland, ABE Coordinator
NCTI

Paul Jokela, Pre-Vocational Counselor
Coordinator - NCTI

Members: Dennis Barnes - Former Student
NCTI - Antigo

Llewellyn Daniels - State VTAE Consultant - CETA

Richard Delapp, Director, Marathon
County Department of Social Services

June Fredericksen - Consumer Education
Mobile Classroom - NCTI

Evora Webster - Student
NCTI - Antigo

Panel on Emotionally Disturbed — Rooms 154, 156, 162

Chairperson: Therese Seaman, Chairperson
Health Occupations Department - NCTI

Members: Mr. John Gugerty, Specialist, Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Ms. Mary Johnson, Consultant
Madison Opportunity Center

Dr. Paul Lustig, Professor
Behavioral Disabilities
University of Wisconsin-Madison

Mrs. Katheryn Rhoades
Nursing Faculty - NCTI

Panel on Learning Disabilities — Rooms 170, 172, 186

Chairperson: Al Klug
Special Education Coordinator - NCTI

Members: Claudia Bodway, Vocational Psychologist
Midstate VTAE District

Kay Davis, Reading Specialist
Madison Public Schools

Chester Krohn, School Psychologist
Antigo Public Schools

Dr. Lloyd Tindall, Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

12:00 Lunch

1:30 P.M. Second Session (See Appendix for Assignment)

Same as morning sessions

Coffee will be served in the rooms

4:00 P.M. Adjournment

"VTAE And The HANDICAPPED STUDENT"

Wednesday, January 7, 1976

North Central Technical Institute - Wausau

Sponsored by

North Central Technical Institute - Wausau

and

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing Evaluation:	62	Participants:	120
Teacher:	58	Agency:	1
Administrator:	2	Research Asst:	1
Coordinator:	1		

I. Which areas were the most useful to you?

		Responses
a.	No answer.	3
b.	Informative - not useful.	1
c.	Film, "Just the Beginning."	2
d.	None.	1
e.	Prediction and referral.	1
f.	Cultural Disabilities.	3
g.	Cultural and Learning Disabilities.	3
h.	Emotional Disturbed.	9
i.	Emotional and Learning Disabilities	4
j.	Emotional and Learning Disabilities - characteristics and how to handle.	5
k.	Emotionally restored student in the classroom.	2
l.	Learning Disabilities.	9
m.	How to identify students with emotional disabilities and evaluation of students with emotional and learning disabilities.	2
n.	Suggestions on how to recognize problems.	1
o.	How to identify disabilities and what to do about it or changes in teaching methods for better success.	1
p.	Larger groups.	1
q.	Small group discussions.	1
r.	Having panelists share experiences and methods they have used in dealing with various forms of handicaps.	2
s.	All	5
t.	"What if They Don't Fit the Mold?"	1
u.	Additional comments.	

-all were helpful-first exposure to instruction of the disabled.
-Discussion sessions were of the most value.

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-The stimulation by the speakers and panel members to think about the issues involved with those people with disabilities.
-Speakers motivating; discussion groups good as well as summary.
-Seminar on the learning disabled student was most valuable. Questions were answered and new insights were gained.
-Evaluation of learning disabilities and available solutions or treatments.
-Presentations were good. Emotional Disability discussion group was interesting.
-Group discussions in which we were really able to get at the areas that most concern us.
-Suggestions to alleviate any problems as far as emotionally or learning disabled.
-Panel presentations were well complimented by busy sessions.
-The individual panel member's presentations were most useful.
-The interchanges of ideas were most interesting in the area of the native American. Discussions which developed did not necessarily stick to the questions which were presented by the leaders.

II. Which areas did you dislike or think should be altered?

a.	None.	8
b.	No answer.	18
c.	All.	1
d.	All areas much too general to be of help. Need specifics.	1
e.	They were good.	1
f.	-Too much concentration on primary and secondary levels.	1
	-Refer to our students more than the 6-10 year old.	1
g.	Presentation of information.	1
h.	Use abilities of own staff. Select outside speakers who recognize experiences of instructors.	1
i.	Smaller groups.	1
j.	Studio B meetings.	1
k.	List of questions not really necessary - we all have our own that we wish discussed.	1
l.	More specific problem areas should be identified, then get into these. Scope too large. Too general.	1
m.	Opening and Emotional Disabilities.	1
	-Emotional disabilities - presentation by leader instead of discussion.	1
n.	Cultural Disabilities.	1
	-Cultural disabilities vague.	1
o.	Would be beneficial to have someone from business or industry to be on panel to see what they are doing with their emotionally disturbed.	1
p.	Panel group attended did not focus on specific concerns.	1
q.	Panels	
	-Presentations too lengthy-use of microphone would have helped; or if listeners could have been closer together.	1
	-Panel members' presentations overlapped too much.	1
	-Panels were symposiums not panels. Panels would be more helpful and interesting.	1
	-Some panel members talked too long-Learning Disabled	1
	-Repitition of panel members.	1
r.	Session on Learning disabled.	1

s. Discussions
-Should have an open discussion with all the people involved 1
-The discussion groups could be a bit more structured. 1
-Not enough time allowed for discussion groups for satisfactory explanation of problem and reaching of solutions. 1
-"Buzz" sessions were less useful than panelist's comments, would have preferred more comments from the people with actual "hands-on" experiences. 1
-Small group discussion waste of time. Also groups which have not agreed upon definitions such as Cultural disabilities. 1
-Discontinue small discussion groups - have question period with entire panel. 1

t. Some resource people were not good speakers. Did well, however, in small group session. 1

III. Do you think additional seminars on the handicapped would be valuable?

a. No answer 5
b. No 14
-Mr. Link's class will be helpful
-Not for me as I work in a 2 year program where most of the problems are pre-sorted.
-It's time to spend time on the non-handicapped.
-Not for a while
-Not if conducted this way
c. Maybe 7
-If they are better planned.
-Only if practical solutions to everyday problems are discussed.
-Could be valuable if something positive could be developed.
-Only if they are more specific in relation to handicaps. Perhaps dealing with some of specific problems instructors are presently (running).
-Do not over stress the disability areas to a point of neglecting improvement in work with "normal" or the usual student.
-For most of us, dealing with these problems is a very minor part of our total function.
d. Yes 36
-It is very necessary - but don't forget the average guy either - we stress minority, the gifted, the exceptional, the handicapped. How about the needs of the person with none of these problems?
-This is an extremely important area (especially since recent legislation makes it so) and we are still groping to be of value to the individual students and their needs. Many questions are still left unanswered - if indeed there are answers.
-More specific data.
-At a higher level, e.g. case problems of recognizing and effectively working with problems.
-We have only scratched the surface.
-With some modifications.
-Physical handicap and architectural design.
-Additional information on how other teachers grade and motivate the handicapped. Alternative methods of working with L.D.
-Perhaps more time on one individual area.

-With more specific, less generalized hints and helps.
-More discussions - less lectures.
-On methodology for HIP and VIP students.
-An update is always good.
-We need to continue to overcome our own stigmatizing of handicapped - and can only do this through more information (an increased understanding of situations).
-An expansion of this workshop, in terms of specific problems here at NCTI and in our district.
-Periodically
-I feel some actual case histories would be of use as a technique. (no names)
-Helpful
-Planned for more detail.
-For identification.
-Handicap-Open Door Policy - placement - failure and/or success.
-Structured towards employment areas such as T&I, Ag., etc.
-Problems will be more easily identified.
-"case history" study to see how the professionals follow through a disability situation.

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a. None 21
b. Too long 3
c. One should be able to attend all areas - not 2 out of 3 2
d. Panels - Discussion groups 6
-Panels and small discussions are an excellent means of learning - sharing.
-Improve discussion groups.
-Most informative within the group sessions discussing local situations.
-Panel members might direct each small group.
-Panel plus discussion groups excellent.
-To learn more from panel.
e. Solutions 1
More concrete answers - we raised many questions within our groups, but no answers. 1
f. Identification 6
-U.W.-use the same persons - expand beginning and entry identification to mistakes made later.
-Recognition and what to do - where to refer specific problems of students - emotional and physical diseases.
-How to help students find the right program - after they have tried one and found that it didn't work for them. Claudia Bodway touched on this subject.
-Testing for disabilities, either by student services or in first few days of class so potential problems may be identified and early, positive action iniated.
-Problems of recognizing and effectively working with problems.
-Begin with a key note address specifically directed to classroom instruction and how teachers can (recognize) deal with students that have specific emotional problems.

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g. Resource people. 3
-We need instruction on service (of this type) we can avail in this area on a referral basis.
-More local resource people.
-Liked the idea of resource people.

h. Instructors 4
-Teachers of emotionally disturbed, learning disabled and other disabilities.
-On uses of individualized instruction - by instructors from other schools who are using it.
-Find out what some schools in other areas are doing.
-Buzz sessions of instructors of mixed majors.

i. Case studies 5
-Word from the horses mouth
-Presentation of views, problems and ideas by people who were themselves handicapped might lead to deep insights.
-Evaluate case studies of students with learning disabilities and emotional disabilities.
-More case studies examples would be helpful - keep on common language terms. We're not specialists.
-Case studies discussed by panel members, not the group members. The panel members are supposed to have more practical experience then we.

j. Individualized instruction, re-establish curriculum/ course objectives. 1

k. Evaluation of teaching techniques - conventional vs. mass media machines. 1

l. Continue in this manner, using key people in specific areas as speakers. Liked format. (how about more name tags?) 1

m. Hire a school psychologist. 1

n. Be more specific on topics - dyslexia, what does the instructor actually do? How do you change program to adapt? 1

o. Only if we specialize in one particular area - present seminar was too general. 1

p. But, all people have unmet emotional and learning needs, not only handicapped. 1

q. Would like to hear more from Claudia Bodway - very interesting. 1

r. Kathy Rhoades from NCTI Nursing Dept. gave an excellent presentation of sexuality to our department. 1

s. Physical handicap - Diane Meredith - State of Wis. Dept. of Building and Industry - also a panel of physically handicapped. 1

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a. No answer. 37

b. What is handicapped? 1

c. More rural women and men 1
Rural agricultural disadvantaged- Lack relevant programs in local areas. 1

d. Within VTAE 2
-Progressive attitudes towards change within institution.
-Special program developed to meet the needs of handicapped person with VTAE. 2

e. Community acceptance - education 4
-An understanding of and acceptance of their needs and abilities.
-Much community education needed for acceptance of these people in jobs once they have completed a training program.
-Education for the parents of blind and deaf children.
-Education of the community and employers.

f. Ramps on sidewalks in downtown area - doors opening improperly. 1

g. Identification of jobs for employment - kind and number. 1

h. Physical handicaps - relation to specific occupations. 1

i. Cultural area that aren't working because handouts such as welfare is easier. (morals). 1

j. Psychiatric assistance 6
-Psychiatric help seems inadequate
-Need immediate referral assistance - possibly school psychologist.
-School psychologist at NCTI
-Psychologist in school - instruction on services in community
-School psychologist and counselors
Recreation opportunities for handicapped
-A psychologist at NCTI and a definite referral plan.
A good system of handling students with behavioral problems in the classroom for the Wausau public school system.

k. Personal problems class, at Jr. High, Sr. High and Post High levels (as a related compulsory subject for all)

l. Reading and comprehension is weak area with handicapped and normal students.

m. Diagnosis and notification of instructors before problems are blown out of proportion. 1

n. Better or more screening on interests or capabilities. 1

o. Specific problems with students now. 1

p. School - the severely emotional disabled student who is in the classroom - who will not be able to function in society. 1

VI. What resources, information, or help do you need to improve services to the handicapped?

a. No answer. 32

b. School psychologist. 4

c. More individual time with student. 5

d. Identification. 9
-Tests to identify problems quickly.
-From student records or previous teachers.
-From student services.
-More information - early identification

e. Referral system. 5
-A definite referral program for NCTI students with problems, including feedback for teacher to help student.
-Specific information on where to refer students for diagnostic help in learning disabilities.
-List of services available and how to refer.
-School counselor to whom students (problems) can be referred.

f. Specific techniques that have proven to be successful. 1

g. Actual contact is probably the best source, through experience. Group discussion helps compare experiences. 1

h. More seminars. Education inservice. Continual updating and eye-opening. 1

i. Synopsis of today's seminars - perhaps a credit course in dealing with handicapped, emotional, cultural and physical. 1

j. More research into their needs. 1

k. Keep channels open by way of another workshop. 1

l. Follow up on students after attending and leaving our institution. Success or failure. 1

m. Adult Education 1

n. We need a mechanism to bring disadvantaged and handicapped people into our program areas without restricted entry (once or twice a year admission).
We need to identify employment possibilities for people who are now completing regular programs. 1

VII. Other comments.

a. Only scratched the surface - more and in depth.
- Humanism on Education, Communication; verbal and non-verbal, Relationships with student, instructor, institution. 1

b. Have instructors wear nametags to identify themselves, department, and campus. 2

c. Very negative. 1

d. We do not need a system, we need good values. 1

e. Look beyond psychological and social need - management possibly. 1

f. It would help to talk to disadvantaged, culturally and emotionally deprived. What can we, as educators, do to help. 1

g. Too long - lost objectivity. 1

h. Panels' qualifications were varied and excellent. Wished for opportunity to exchange thoughts with each. 1

i. Good inservice. 2

j. Excellent 1

k. Beneficial day - interesting. 1

l. Helpful seminar. 1

m. Worthwhile. 1

n. Panel members worked hard to present their areas and efforts are appreciated. 1

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THE MID-STATE MANAGEMENT TEAM ROLE IN SERVING THE EDUCATIONAL NEEDS OF THE HANDICAPPED

MONDAY, JANUARY 12, 1976

SPONSORED BY:

MID-STATE TECHNICAL INSTITUTE

AND

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

1:30 P.M. ORIENTATION to the "Modification Project" sponsored by the Center for Studies in Vocational and Technical Education

and

PRESENTATION of Teaching Techniques helpful in working with mentally retarded, learning disabled, and emotionally restored students.

Dr. Lloyd Tindall, Center for Studies in Vocational and Technical Education

John Gugerty, Center for Studies in Vocational and Technical Education

2:00 P.M. FILM - "Just the Beginning"

2:30 BREAK

2:40 THE MULTI-DISCIPLINARY TEAM - What is it and What is its Function?

Mr. James Despins, Wisconsin Department of Public Instruction, Madison

Mr. Tom Gaukel, Director of Exceptional Education, Erving School, Wisconsin Rapids

3:15 P.M. SMALL GROUP PROBLEM IDENTIFICATION SESSION - What would have to be done to improve which Mid-State services to what type of handicapped student.

3:45 P.M. WRAP-UP: Small Groups present their findings to the whole group.

THE MID-STATE MANAGEMENT TEAM ROLE IN SERVING
THE EDUCATIONAL NEEDS OF THE HANDICAPPED

Monday, January 12, 1976

MID-STATE TECHNICAL INSTITUTE - WISCONSIN RAPIDS

Sponsored by:

Mid-State Technical Institute
and
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completed evaluation: 18/24 Participants

Teacher:	1	Agency:	1
Administrator:	7	Business and Industry:	1
Coordinator:	8		

1. Which areas were the most useful to you?

a.	No answer.	1
b.	What is actually being done and identifying what needs to be done.	1
c.	Explanation of the 115 programs as now being implemented.	1
d.	Equal - good film.	1
e.	"Just the Beginning"	1
f.	Discussion with local H.S. and D.P.I.	1
g.	Tom Gaukel's presentation.	1
h.	General discussion. Review of the problem. The presence of secondary personnel.	1
i.	General outline of the problem.	1
j.	Continued education for these people - they can be capable.	1
k.	All areas of handicapped presentation. All speakers were very good, giving the problems that exist - but no solutions.	1
l.	Since everything was quite new, I appreciated everything.	1
m.	Local director of exceptional education.	1
n.	Local level application.	1
o.	Presentation - Multi-Disciplinary Team	4

II. Which areas did you dislike or think should be altered?

a.	No answer.	5
b.	None.	5
c.	Not related enough to voc-ed at our level - all information given related to "child."	1

d. I think it is hard for VTAE to visualize the role of "dumping ground" again. 1
e. Need local implementation discussion enlarged. 1
f. All were fine. Despins comes on pretty strong. 1
g. First half hour of presentation. 1
h. The entire program was interesting. 1
i. Additional time. 2

III. Do you think additional seminars on the handicapped would be valuable?

a. No. 1
b. Yes 13
-Involve the staff.
-Also might help to solve some problems if brain-storming, no matter how wild, can be scheduled.
-Problem solving.
-Beneficial if what others are doing is properly shared and/or direction given.
-Especially if it can be brought down to instructural level.
c. Specific areas. 1
d. Not until some concrete plans can be in with the public schools. 1
e. In small groups. 1
f. Not sure. 1

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a. No answer. 2
b. We fear many problems - answers not forthcoming. 1
c. Training educators, training to overcome learning disabilities. 1
d. Involve people related to problem. 1
e. Other local level applications. 1
f. Open to all. 1
g. Work with middle aged - what can be done? 1
h. Resources used in working with these people. Teaching techniques. 1
i. Ways VTAE can provide training for exceptional needs. 1
j. Keying in on specific programs for handicapped, short term type -- on the job training - transition from public to VTAE system, etc. 1
k. Curriculum modification procedures are greatly needed. 3
l. Departmental 1
m. More work with faculty and people who are actually involved in working with EEN students. 1
n. VTAE federally funded projects. 1
o. More dialogue between the VTAE and public school system. 1

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a. No answer.	5
b. Don't know.	6
c. Too many to list.	1
d. Visual, hearing, expanded training for physical handicaps.	1
e. Special vocational training programs.	1
f. Classes for handicapped that they can afford to attend.	1
g. Rural handicapped are neglected.	1
h. Visual, hearing.	1

VI. What resources, information, or help do you need to improve services to the handicapped?

a. No answer.	3
b. Don't know.	6
c. Too many to list.	1
d. Staff	2
e. Changes in attitudes by staff.	1
f. More time to work with Mr. Gaukel on possible programs to offer.	1
g. Identification of the handicapped.	1
h. They are all doing well- elimentary, secondary level.	1
i. Planning committee with affective leadership.	1
j. Special transcripts on handicapped from DPI, public school system.	1

VII. Other comments.

a. Good job.	1
b. Sounds as if the high school has a good initial handle on the task at hand.	1

PROFESSIONAL DEVELOPMENT COURSE

"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS"

January 14 to March 31, 1976
at
Milwaukee Area Technical College
Instructors - Lloyd W. Tindall, John J. Gugerty

Objectives of the Course

1. To help participating teachers modify vocational courses and materials for students who have physical, hearing, visual, mental and learning disabilities.
2. To help participating teachers develop educational prescriptions for students with physical, hearing, visual, mental, and learning disabilities.
3. To help participating teachers be cognizant of the needs of employers who will be hiring persons with physical, hearing, visual, mental, and learning disabilities.

A General Outline of the 12 Sessions Follows:

January 14 - Introduction Overview of course; what information is needed to prescribe and modify; Film, "Just the Beginning."

January 21 - Physically Handicapped Using existing evaluations; teaching techniques, physical modifications; teaching individual classes.

January 28 - Visually Impaired Evaluations; teaching techniques; program changes needed; teaching individual students; modifying jobs; help from fellow students.

February 4 - Hearing Impaired Evaluations; identification; teaching techniques; teaching individual students; modifying jobs.

February 11 - Educable Mentally Retarded and Learning Disabled Review of awareness needs, capabilities; education needs; employer needs.

February 18 - Educable Mentally Retarded What information is needed to prescribe and modify courses. Film, "A Little Slow."

February 25 - Educable Mentally Retarded Developing individual prescriptions for EMR; selecting single concept skills; selecting alternative teaching techniques.

March 3 - Educable Mentally Retarded Modifying courses, role of agencies; selecting employment possibilities and expanding job selection.

March 10 - Learning Disabled Detecting learning disabilities; types of modifications needed.

March 17 - Learning Disabled Materials available, materials needed, prescribing for individual LD students.

March 24 - Learning Disabled Modifying programs for students; expanding employment possibilities for LD students.

March 31 - Implementation What can be done immediately; setting long range goals for your own course, for MATC, for the Community.

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Instructors - Lloyd W. Tindall, John J. Gugerty

Completed Evaluation: 27/28 Participants

Number of Teachers from Department Area

Accounting	1	Metallurgy	1
Adult Basic Education	5	A.D. Nursing	2
Business Data Processing	1	Nursing	1
Business Education	1	Photography	1
Business Machines	2	Power Serving	1
Commercial Art	1	Psychology	1
Electrical Technology	2	Reading	3
General Education	1	Secretarial Science	2
Health Occupations	1	Social Science	1

A. Please evaluate the following content areas of the course on Program Modification and Prescriptive Teaching for Handicapped Students, just completed.

1. Number of class sessions (12) and length of class sessions. (1-1/2 hours)

a.	No answer.	1
b.	Could be longer - 15-2 hour sessions for 3 credits.	1
c.	Could be cut in half and material condensed, unless added to because of more small group discussions, or more discussion and information on teaching methods and instructional helps for teaching the handicapped.	1
d.	Satisfactory.	2
e.	Adequate.	2
f.	Class sessions and length was of sufficient time.	1
g.	Class sessions were very timely.	1
h.	Good timing.	4
i.	O.K. 5 minute break in middle would be nice	5
j.	This is a good procedure to follow. Other classes should do the same.	1
k.	Worked out well. Length of time was broken up in most cases by forming groups.	1
l.	Hours were acceptable, well filled with information and moved at a respectable pace.	1
m.	I believe that this was an adequate amount of time to prepare us for our project and give us a brief appreciation of your field.	1
n.	The class sections are adequate and time allocated to each session is adequate.	1

o. Length of sessions and number of sessions were fine. Course time can't be any shorter - there's too much content to cover. 1

p. One and one half hours is necessary to accomplish material covered. 3

2. Prescription Foundation Model Approach.

a. No answer 1
b. Good 3
c. Very good 1
d. O.K. 2
e. Very poorly handled - at no time was content presented or discussed by the instructor. This was the objective for my taking this course and it was omitted. 1
f. Hazy in the beginning, but we did get into helpful examples the latter half of the course. 2
g. Seems adequate and satisfactory. 1
h. More practical application. 1
i. Give more examples or models that the students can follow or improve. 1
j. I found it very helpful. 1
k. Helpful in approaching the course assignment. 1
l. Theoretically good. Perhaps more "hands-on" approach would have been more helpful. 1
m. Very good - it didn't mean much at the start, but surely was helpful in doing our assignment. 1
n. My approach was to prepare a narrative for the use of a teacher in the Business Education field who faces the the possibility of a blind or learning disabled student. 1
o. An earlier typical type of prescription for different areas of instruction would have been appreciated. 1
p. O.K., but I had difficulty comprehending just what was wanted on the prescription. An example should have been given. 1
q. Very helpful. 1
r. Writing a prescription for a particular course for a particular handicap is an excellent way to solve a teaching situation. 1
s. Learning about it was a help - would like more practice doing prescriptions. 1
t. Good in theory and probably would work better in a "vocational-type" course than in an academic one. 1
u. Find it difficult to accumulate information - would be helpful if case studies were furnished for us to work with. 1
v. This was very helpful to me in developing individual student prescriptions and subsequent modifications. 1
w. The idea is excellent. Would suggest prescription writing at each session. (a segment at a time) Be careful to group academic areas separately from the technical in the actual writing, but allow for exchange and cross-fertilization of ideas. 1

3. Disability areas covered.

a.	No answer.	1
b.	Poor.	1
c.	O.K.	1
d.	Yes	1
e.	Adequate and satisfactory	2
f.	Good	2
g.	Complete - handouts excellent.	2
h.	O.K., but emotional problems could have been discussed further.	1
i.	More on learning disabilities - share more models. prescriptions, etc. which people have developed and are using.	1
j.	Not enough on learning disabilities.	1
k.	Eliminate mentally deficient or learning disabled persons from inclusion in subject material. LD students should be covered in special courses for LD teachers. Most of us in the class are teaching courses for students that have average IQ and abilities.	1
l.	Adequate but not related to academic prescriptive determinations.	1
m.	All general areas covered which is all that could be expected in 12 weeks.	1
n.	It was covered very well. The handout was very helpful.	1
o.	You covered a sufficient or diverse forms of disability areas.	1
p.	Would like more emphasis placed on LD and Slow Learner as this is the type that's popular here.	1
q.	Adequately covered as far as description and needs of certain disability areas.	1
r.	Would have liked to have seen more disabled persons participate in class.	1
s.	Well suited for our student population.	1
t.	We covered most of the types of disabilities that we would come in contact with.	1
u.	Gave a good introduction to various disability areas.	1
v.	Seemed to be an adequate coverage of physical disabilities.	1
w.	Inadequate coverage and not sufficiently geared to the teaching-learning aspects. It was more of a survey of what are the handicaps.	1
x.	Blind - Visually impaired - Learning Disabled.	1

4. Class presentations.

a.	No answer.	4
b.	O.K.	2
c.	O.K. Planned content equally distributed in 1-1/2 hours.	1
d.	Poor.	1
e.	Good -Involvement of students was excellent -can use more models of "how to" techniques.	3
f.	Very good -Appreciated the guest speakers who were actually involved with the handicapped person	3

-Guest speakers were well chosen and fit in well with the areas covered. Classes were interesting and was something I wanted to learn more about.

g. Good to excellent. 1
h. Speakers were excellent. 1
i. Excellent - instructors had done their homework; they kept the class moving. 1
j. Well planned and presented. 1
k. Most of the class presentations were well intentioned and well thought out, but some were not well prepared. 1
l. I would have liked to have had more 'show and tell' presentations to show how other teachers had modified their materials to cover course content. 1
m. More presentations and resource people from similar institutions would be much more valuable. 1
n. Well presented. 1
o. It was very well done, but sometime very hard to understand. 1
p. Guest speakers, in most cases, should have had more time to cover their areas of expertise. 1
q. Interesting - by resource people - however, faculty did nothing to augment course objectives except by handouts which I could have obtained from a textbook. 1
r. Needs to be tied together with resource persons' speeches. 1
s. Liked having a weekly agenda. Format was very good. Films were good. 1

5. Resource persons.

a. No answer. 2
b. Poor. 1
c. O.K. 1
d. Very good. 1
e. Good to excellent. 1
f. Excellent. 1
g. Good. 3
- Guest speakers well chosen.
- Appreciated guest speakers who were actually involved with handicapped person.

h. Resource people interesting. 2
i. More resource persons should be used in respect to given disabilities. 1
j. Need more. 2
- What we had were good - could use more resource people.

k. Gave us valuable information. 1
l. The choice of resource persons was good. They should have had more time to cover their areas of expertise. 1
m. People were good. Not enough time spent in their presentations. A full class period should have been alloted, but the talks themselves required more structure in terms of the course. Would recommend using the expertise on this faculty as well as outsiders. 1
n. Good representation. Seemed to be more vocationally rather than academically oriented. 1
o. A valuable contribution - their insights and experiences were clearly presented. 1

p. L'ked the man from the machine shop company who hired the blind. 1

q. Some of them were helpful and some weren't. Mr. Ghoca from Goodwill was the most interesting and informative. 1

r. I appreciated resource persons specifically involved in individual handicaps rather than the general resource person. 1

s. The resource persons added much to the course. 1

t. Interesting to get the points of view of the handicapped person - Especially enjoyed the presentations of the deaf and the parapalegic. 1

u. Reading specialist was poor.
Some presentors were ill prepared. Time was too short for several presentations. 1

v. Would like to see more handicapped people speak to class followed by class discussion with handicapped person. Could see their side of problem and their potential. I was impressed with hearing impaired student. 1

6. Field trip.

a. No answer. 1

b. Did not attend. 1

c. Not course related in terms of objectives. 1

d. Very informative. 1

e. O.K. Prefer to have it more specific to teaching, turned out to be a tour of facility. 1

f. Interesting - enjoyed it. 1

g. Most enjoyable. 1

h. Excellent. 1

i. Should have been cleared with Deans. There was much resentment with my leaving during school time. After all the trouble I had getting permission, the field trip was not worth it. 1

j. I worked with Currative and Goodwill in the past. When I worked with them, they were very receptive. During the field trip they were not. I felt I was "in the way" or interrupting. 1

k. Very good - made me aware that some very severely handicapped people can still be employed if given an opportunity. 1

l. Good - gave opportunity to see disabled people in various occupations. 1

m. Good, however, I think we could have benefited more by going in groups (3-4) rather than as individuals. It would also be easier on the personnel in the agencies we visited. 1

n. Extremely impressive to see prescriptions in action. 1

o. I learned a lot on this trip - even used some of it in my write-up. 1

p. I feel that the field trip was very beneficial. 1

q. Good - I was able to see handicapped in action. 1

r. Very good opportunity to so something I had wanted and intended to do for a long time. I had given the teacher at Goodwill some ideas and it was rewarding to see them in operation. 1

s. This was a good idea. It was the first real exposure I had with Goodwill Industries and I better understand what they are attempting to accomplish. 1

t. My field trip to Goodwill was very uninspiring - perhaps due to hour of the day - 2:30. 1

u. The field trip to Goodwill was very educational. Mr. Willette showed us samples of their task analyses sheets, etc. (clerical). 1

v. Excellent - went to Goodwill Industries. Hope to get to JVS some time. 1

w. JVS trip was interesting but did not offer much help in adapting academic curriculum. 1

x. Interesting at JVS - tour person was informative. 1

y. Interesting but not useful. MATC is way ahead of JVS in their academic areas. 1

z. JVS - rewarding to see the manner in which they work. 1
- Did not learn any new modifications from my trip, however JVS very interesting and amazing. 1

7. Handouts.

a. Excellent. 4

b. Good. 3

c. Very complete handouts. 1

d. Very beneficial. 1

e. Too many - Steamline to give student the idea, without over burdening with paper. 1

f. Satisfactory, however, they should have been organized to relate to what was going on in class. 1

g. Sufficient. 1

h. Excellent - quite adequate with all phases of looking at the handicaps. 1

i. Very good and very well written. I felt that the instructors did a very fine job in making the course as interesting and informative as possible. 1

j. Handouts were good, informative and helpful in write-up. 1

k. Very good - liked them all. 1

l. The greatest help, and enlightment to the course. 1

m. Plenty, and very informative. 1

n. Excellent background materials. 1

o. Excellent materials. There must have been many hours spent in compiling all the information included in the CSVTE handouts. 1

p. Very good. A lot of work had been done on these. 1

q. Very informative - if I ever finish reading them. 1

r. I used many of the handouts to prepare my project. The handouts concerning the psychologically disturbed I have discussed in my Business Organization Class. 1

s. Handouts were very good. Several I even read to my family regarding counseling depressed people, etc.. They will be good reference materials. 1

t. The handouts were all excellent. They showed much time and effort. 1

u. These were very informative and will be used in my teaching. 1

v. A wealth of information that will prove to be more valuable as time goes on 1

8. Assignments.

a.	Good, but give more explicit guidelines.	1
b.	Plenty of time was given.	1
c.	Good.	1
d.	Adequate.	2
e.	Just right.	1
f.	Practical.	1
g.	Challenging.	1
h.	I have not completed these.	1
i.	O.K.	2
j.	If you are already teaching in an individualized setting, the assignment did not relate. Seemed a waste of time.	1
k.	Ridiculous in comparison with paucity of instruction presented related to course objectives.	1
l.	Difficult to impossible. Need much more direction here.	1
m.	The assignment was a good way for feedback of the students' understanding of the course material.	1
n.	A bit vague at first which tended to scare a few of us. As time went on, your explanations relieved our anxieties.	1
o.	Encouraged one to think through some definite course of action.	1
p.	Wish that we could have done it early in course and then discussed and adapted in class. More "hands on" kind of help rather than theory.	1
q.	Confusing at first we were told to write one paper, then we were told to write two.	1
r.	O.K. would have liked a format to follow - expectations.	1
s.	This was good. I found out that there was no up-date of keypunch course. The last one was dated 1964.	1
t.	We could have had some examples of properly written and organized assignments to follow.	1
u.	A prescription and course outline for one type of handicap would have been sufficient. I could have concentrated on one and could have done a better job.	1
v.	Good - gave us an opportunity to try to apply what was being taught.	1
w.	Satisfactory in terms of appropriateness to credit. Could and should be handled differently to achieve your real objectives for this course.	1
x.	A sample prescription and course modification handed out with assignment would be helpful. That would prevent struggling with format and allow concentration on content.	1
y.	In doing the paper assigned to the class, I was happy to find enough flexibility to be able to work on meaningful tasks related to my course.	1

B. What parts of the course were most useful to you?

a.	No answer	2
b.	It was all interesting	2
c.	Learning disabilities.	1
d.	Hearing disabilities, learning disabilities.	1
e.	Dealing with the visually impaired, hearing impaired, and learning disabled.	1

f. The presentations by the handicapped and the handouts. 1
g. The handouts and the field trip. 1
h. Assignment and field trip. 1
i. Field trip, presentors, class sessions with other students. 1
j. Information provided in the handouts, information dealing with various prescriptions. 1
k. Field trip, handouts, class discussions. 1
l. Handouts, field trip and writing the prescription. 1
m. Learning basically what prescription and modifications are. 1
n. Field trip, guest speakers. 1
o. Lecturers from various agencies. 1
p. Speakers and their experiences. 1
q. Handouts. 2
r. Handouts related to prescription development. 1
s. Resource people that gave specific information or methods. 1
t. Speakers, especially the handicapped and teachers of the handicapped. 1
u. Group discussions relating to individual handicaps and what different teachers are doing to provide for their students. 1
v. Interaction with other teachers at MATC with similar concerns. 1
w. Discussions about "what works". 1
x. Small group discussions and resource persons. 1

C. Which parts of the course should be altered?

a. No answer. 4
b. None. 4
c. No comment. 1
d. All. 1
e. O.K. 1
f. All were good, Could use more film. 1
g. Indicated in other suggestions (More presentation time for resource people, prescription writing at each session, inadequate coverage of disability areas) 1
h. Class presentations. 1
i. More discussions about "what works" less emphasis on EMR 1
j. Emphasis on prescription. 1
k. Submit the prescriptions earlier, and evaluate them during the last couple of sessions. A lot of valuable information can be obtained from fellow classmates. 1
l. Prescriptive and modification techniques should be emphasized more. Perhaps bring in more teachers of of handicapped. 1
m. Different assignment, Use resource persons from this school, Zero in on fewer topics. 1
n. Perhaps a more adequate explanation of the project. Now you will be able to give examples - great! 1
o. Assignment. 1
p. I believe that it would be very helpful to give the class specific tasks in prescription writing and let small groups work on them in class. 1

q. Restrict course to physical disabilities. Have another course for learning disabilities. 1
r. More practical application of how to adapt individual courses and approaches to meet the needs. 1
s. More speakers. 1
t. Have handicapped from each area in classes. 1
u. You probably present role situations in the classroom. Even though information was obtained from the handouts - "role playing" would aid teachers - how to handle basic problems they may encounter. 1

D. Are there additional content areas which should be added to the course?

a. No answer. 8
b. None 7
c. O.K. 1
d. More speakers. 1
e. More academic areas, rather than shop careers. 1
f. Discussion and information on teaching methods and instructional helps for teaching the handicapped. Most such information came kind of as a by product of the course materials. 1
g. Cover less content area and more depth. 1
h. More in basic skills of reading, writing and computational skills. 1
i. Have more demonstrations. 1
j. Probably, but after the wrinkles are ironed out of the present approach. 1
k. Stress learning disability and specifics related to disabilities and teacher function. 1
l. Experiences of non-special-ed teachers who have worked with the handicapped. 1
m. I think we covered the important ones in the 12 weeks. 1
n. Some sample prescriptions for handicapped students entering college level courses. 1

E. How can MATC increase its long range effectiveness in providing education to handicapped students?

a. Have students prescreened by counselors. Have the personnel available to aid the the instructor. Inform the instructor ahead of time about the student. 1
b. Make physical plant easily accessible to handicapped students and make teachers aware of various handicaps which may appear in the classroom. 1
c. Increase awareness of handicapped and potential for handicapped. Courses like this help. 1
d. Make instructors aware of the limitations of the handicapped in order that classrooms and class can be adapted to individual needs. 1
e. Let teachers know all resources available to them. 1
f. Have administration become concerned. Have administration make a commitment. 1

g. Have the administration take this course. 1
h. $ - $ 1
i. Funding any project with budget for handicapped students in mind. 1
j. Money, utilizing the expertise and willingness of present faculty to share effort and ideas in working with the handicapped. 1
k. Lighter teacher student ratio for these students in regular curricula - open ended semesters in assoc. degree. 1
l. Increase counseling opportunities with handicapped youth people, so that they can recognize that they can progress and become trained even with their handicaps. 1
m. By open ending some of the traditional semesters or degree courses to make more time for handicapped to work on materials. 1
n. Committee headed by administration with dedication to problem. 1
o. Invite manufacturing and employers in to give a luncheon and educate them to help and to hire in areas where handicap persons can work. 1
p. Supportive resource persons with specialized skills to work with handicapped. 1
q. More instructors and administrators should take the course. 1
r. Require every administrator, teacher, staff member to take a course like this; have more individualized courses. 1
s. Improve in-service to teachers responsible for education. 1
t. By establishing more classes like this one, and demonstrating how to teach handicapped students. 1
u. By discussing with faculty techniques and methods and altering what can be altered. 1
v. Prepare instructional units that will accompany courses of study to help individual instructors provide for different handicaps. 1
w. By courses such as these and by providing personnel to work with handicapped students on an individual basis. 1
x. Continuation of inservice course for teachers. Administration should be informed of some of the difficulties that teachers confront in teaching disabled students. 1
y. Continue courses like this and improve facilities. 1
z. Have administrators and other teachers be required to take the course. 1
aa. First having more of the staff members take courses like this. 1

F. What administrative policies should be added, dropped or altered to accomplish E.

a. Don't know. 1
b. No answer. 4
c. We have been making modifications in our lab since we started the lab and after taking this course, I am more certain that what we did was for the best. 1
d. Should be a required course or set up as a workshop to make everyone in education aware that handicapped students can be employed if given an opportunity. 1

e. The course should be given an opportunity of adding one credit on outside research assignment to become transferable. 1

f. Administration should be informed some of the difficulties that instructors confront in teaching disabled students. 1

g. Support. Release time for teachers to develop programs, write grant proposals or whatever it takes to put these prescriptions into operation. 1

h. Rather than waste time on meaningless inservice projects three or four days a year, groups can be set up to study possibilities of improving instruction. 1

i. By encouraging faculty to be inventive, eliminating some of the "flow of command" administrative details which make it difficult to identify, then diagnose and prescribe for Handicapped students. Perhaps if they realized that the handicapped exist and in our school, they might do something. 1

j. Time from class to take field trips. They should be aware of teachers handicaps, and what is needed in the classrooms. 1

k. Grades should be replaced by written evaluations. 1

l. Instructor loads in AD Nursing do not allow time for the modifications to be planned and implemented. 1

m. There are administrative personnel that could use this course. 1

n. Change the time span - open end courses and give students records of disabilities and prescription to teacher. 1

o. More visits to high schools and other groups of potential students to publicize the educational opportunities for the handicapped that are available. 1

p. Rule of 12 (12:1 ratio) changed to allow more time with these students. Semester limitation for achievement of credit extended (allow 2 semesters for achievement of semester course.) 1

q. Greater communication needed between faculty level and high level administration. Present policy does not encourage such two-way communication. 1

r. Teachers can't do anything without the O.K. from administrative persons. 1

s. Administrators should be educated. 1

t. Make a committment and follow through. 1

u. Have instructors input taken seriously. 1

v. Make course a required course for certification. 1

w. Input from students (handicapped) instructors and administrators on how to more effectively service the handicapped students. 1

x. Administrative policies will have to be altered to allow instructors to teach individual skills, and to grade individual's according to specific skills rather than broad overencompassing courses. 1

G. Other comments.

a. No answer. 16

b. Course was enlightening. 1

c. Course was very worth while - thank you. 1

d. Thanks for your efforts in this course. It is on the cutting edge and you shouldn't be discouraged by what is meant as constructive comments - not adverse reactions. 1

e. In general, we could have had less material on the handicaps of people, and more on how to teach them. 1

f. I hope you take our papers, and papers to be prepared in the future and compile a library so that teachers can draw on it for help. 1

g. The course will lose its meaning unless there is support for these proposals. Good course - thank you. 1

h. Made me more patient and show more empathy to the handicapped student in my class. 1

i. It was a good course. I hope other teachers will have the opportunity to enroll in the course. Good luck. 1

j. I have prescribed and modified many times before - didn't do it formally as on assignments. I still feel students with certain handicaps should not pursue certain fields. 1

k. Excellent course - thanks for everything. 1

l. Thanks for coming! 1

TEACHING STUDENTS WITH HANDICAPS

Sponsored By

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

and

Lakeshore Technical Institute
Cleveland, Wisconsin

Thursday, May 6, 1976

8:30 a.m. - 8:35 a.m.	Introductory Remarks - Marvin Schrader Curriculum Specialist, Lakeshore Technical Institute
8:35 a.m. - 8:40 a.m.	Purpose of Seminar and Explanation of Film, Just the Beginning Kay Davis Reading Specialist, LaFollette High School Madison, Wisconsin
8:40 a.m. - 9:00 a.m.	Film, Just the Beginning
9:00 a.m. - 9:30 a.m.	"The Person With a Physical Handicap" John Doherty Engineering Graduate, Marquette University and Master's Degree candidate in Business
9:30 a.m. - 10:00 a.m.	Question - Answer Period Kay Davis John Doherty Jerry Whipps, Director of Developmental Services Rehabilitation Center of Sheboygan
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00	Panel of Persons with Handicaps Moderator: Jerry Whipps
12:00 - 1:00 p.m.	Lunch

1:00 p.m. - 2:00 p.m.	What needs to be changed? Resource Persons: Kay Davis Jerry Whipps
2:00 p.m. - 2:15 p.m.	Break
2:15 p.m. - 3:15 p.m.	"Hands on" practice in Modification of Teaching Methods and Materials Guide: Kay Davis
3:15 p.m. - 3:30 p.m.	Group sharing of efforts during the "hands on" experience Moderator: Kay Davis
	Evaluation of the in-service program

TEACHING STUDENTS WITH HANDICAPS

Sponsored By

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

and

Lakeshore Technical Institute
Cleveland, Wisconsin

Thursday, May 6, 1976

Completing evaluation: 14/21 Participants

Teachers: 14

		Responses
I.	Which areas were the most useful to you?	
a.	It was all useful.	1
b.	All were good.	1
c.	Panel of handicap people.	1
d.	Training for the handicapped.	1
e.	Discussions with the panel.	1
f.	"What needs to be changed."	1
g.	Some suggestions relevant to working with students such as ample reward systems.	1
h.	All except reading level of texts, etc. discussion.	1
i.	Panel of Handicapped people. and Part I - Physically handicapped. What is being done in VTAE systems and what can be done. Enjoyed persons involved.	1
j.	Morning session most useful with panel discussion. The participants were most interesting. Would like to have spent more time with them.	
k.	Quick reading level test idea was good.	1
l.	Discussion of reading problem.	1
m.	Handicapped Panel - John's presentation - Kay's was very helpful.	1
n.	Panel of handicapped. Small group discussion.	1
II.	Which areas did you dislike or think should be altered?	
a.	No answer.	2
b.	None.	4
c.	Film.	1
d.	Too much talking in generalized terms. Seemed to lack the perception of what the limitations really are here.	1
e.	(from 1-2:30 p.m.) - didn't quite understand the principles we were talking about - seemed to ramble.	1
f.	Discussion of determining the reading level of texts, etc. - seemed like it didn't go anywhere.	

g. I enjoyed today. P.M. session could be strengthened. 1
h. Session right after dinner - didn't know where discussion was headed. 1
i. The total handicapped person - Emotional needs not covered enough. 1
j. The panel - did not bring out the real problems of the people involved. This group is protected and not interested or maybe afraid to meet the outside world.

III. Do you think additional seminars on the handicapped would be valuable?

a. No answer. 2
b. No. 2
We must get firm commitments from administration as to finances and time before we can go further.
c. Yes. 4
d. Any educational experiences would be beneficial to me. 1
e. Yes, or relating to them. 1
f. Yes - more to public groups also industrial management. 1
g. Yes, much prejudice must be overcome before LTI can be effective in dealing with handicapped. 1
h. Yes, after I have time to let today's material "settle in." 1
i. Yes, we must help these people to become resourceful people. 1

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a. No answer. 4
b. Seemed excellent as is. 1
c. O.K. 1
d. Take one area at a time. Too much for one time. 1
e. Have younger handicapped persons here to talk with. 1
f. More details on special "limited" areas of teaching either EMR or handicaps. 1
g. Show us more of the capabilities and strengths of handicapped. 1
h. Perhaps more suggestions as to educational techniques in working with the handicapped. 1
i. Clinical exploration of MR. 1
j. Explore handicapped centers in this area - services provided - include a panel. 1
k. Tell me how to deal with specific handicaps, i.e. EMR, blindness, etc. 1

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a.	No answer.	3
b.	Don't know.	2
c.	Unfortunately, I'm not aware of any.	1
d.	No knowledge.	1
e.	Do not be as protective of clients - help to get out into community.	1
f.	I know very little about this, therefore, I would have to say that everything needs to be improved including a greater awareness on the part of business and industry of the potential of handicapped people.	1
g.	Mainstreaming weak at LTI. Stereotyped occupations represented.	1
h.	Too many to list. Not the fault of our area immediately concerned people, however.	1
i.	Working with the family as well as the handicapped individual.	1
j.	I am not totally aware of all the needs of the handicapped that are not met. Need more information on services provided.	1
k.	Bus service for wheelchair people.	1

VI. What resources, information, or help do you need to improve services to the handicapped?

a.	No answer.	5
b.	Testing originally - plus follow-up.	1
c.	Time and information.	1
d.	Improved skills.	1
e.	Time.	1
f.	I need to be told when someone in my class has a handicap and what that handicap is.	1
g.	A booklet available to allow one to know services available to community - Income received from what Center? What Halfway Homes provide?	1
h.	Work with the family as a unit - provide programs for them.	1
i.	Again, too many to list. Most of us have too limited knowledge and experience in this area.	1
j.	Practice in devising appropriate steps.	1

VII. Other comments

a.	No answer.	5
b.	It was good to help us feel more comfortable with handicapped persons by exposing us to handicapped persons in an informal session. It was even better to have a handicapped person in on the conducting of the seminar and with us all day - not as a handicapped person, but as a person knowledgeable to help us. He was a normal individual - we were forced to deal with him as a person, not as a handicapped person. Very good seminar!	1
c.	I feel your attitude and ideals of what an instructor should be doing in the classroom setting are excellent, but a little bit too ideal. I certainly will explore your ideas and suggestions thus far, though.	1
d.	Have practically no contact with handicapped in technical teaching. Do agree in the importance (necessity) of serving the handicapped.	1
e.	Reading specialists are needed. Until resources are available, we are only kidding ourselves.	1
f.	More contact with the problems through small group interaction (case problem is excellent). More interaction with handicapped people. Don't wait for us to initiate the contact.	1
g.	This was the best inservice in the last 2-3 years.	1
h.	It has been a very worthwhile seminar. Help our children, handicapped or not, read and do basic skills, math, etc. Need to help these handicapped persons to have industrial counseling. Coop program could be instilled.	1
i.	Please let's teach our "kids" to read.	1
j.	Good conference.	1

SERVING THE STUDENT WITH SPECIAL NEEDS

Wednesday, May 26, 1976

Sponsored by:

Mid-State Technical Institute, Wisconsin Rapids

and

Center for Studies in Vocational and Technical Education

University of Wisconsin-Madison

8:30 a.m. - 9:00 a.m. Registration and Coffee - Cafeteria

9:00 a.m. - 10:00 a.m. General Session - Auditorium

Welcome: Dr. Mel Schneeberg, Assistant Director, Educational Services, Mid-State Technical Institute, Wisconsin Rapids

Film: "Just the Beginning"

Working With Special Needs Students in a Vocational Setting. Dr. Lloyd W. Tindall, Program Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

10:00 a.m. - 10:15 a.m. Break

Workshop Sessions

10:15 a.m. - 11:45 a.m. and 1:00 p.m. - 2:30 p.m. Working With the Learning Disabled Student - Room T-153

Presentors

Ms. Johnette Echola, School Psychologist, Irving School, Wisconsin Rapids

Mr. Thomas Gaukel, Director of Exceptional Education, Irving School, Wisconsin Rapids

Ms. Karolyn Kepfer, Teacher, Learning Disabled Students, Irving School, Wisconsin Rapids

Ms. Virginia Kobza, Teacher, Learning Disabled Students, Irving School, Wisconsin Rapids

Moderators

Mr. John Foss, Mid-State Technical Institute (morning)

Mr. William Larson, Mid State Technical Institute (afternoon)

10:15 a.m. - 11:45 a.m. and 1:00 p.m. - 2:30 p.m.

The Problem of Chemical Abuse — Room A-219

Presentors

Mr. Thomas Brookman, Director, Wood County Alcohol and Drug Council

Mr. Duncan Sylvester, Chemical Dependency Specialist, Wood County Alcohol and Drug Council

Mr. Gary Walton, Chemical Dependency Specialist, Wood County Alcohol and Drug Council

Moderators

Mr. Wilbert Knobeck, Mid-State Technical Institute (morning)

Ms. Kathleen Hasenohrl, Mid State Technical Institute (afternoon)

10:15 a.m. - 11:45 a.m. and 1:00 p.m. - 2:30 p.m.

Working With Emotionally Troubled Students — Room 231 - 232

Presentor

Mr. William C. McGrath, Coordinator of Mental Health Services, Wood County Human Services Program

Moderators

Mr. James Moore, Mid-State Technical Institute (morning)

Mr. John Lay, Mid-State Technical Institute (afternoon)

10:15 a.m. - 11:45 a.m. and 1:00 p.m. - 2:30 p.m.

Working With Students from Different Cultural Backgrounds — Room A-126

Vietnamese: Dr. Burdette Egan
Dean of Educational Services and Innovative Programs, University of Wisconsin-Stevens Point

Native Americans: Mr. Angelo LaMere, Great Lakes Inter-Tribal Council, Wausau

11:45 a.m. - 12:45 p.m. — Lunch (Served at Mid-State Technical Institute)

2:30 p.m. - 2:45 p.m. — Evaluation of the Inservice Sessions

2:45 p.m. - 3:00 p.m. — Break

3:00 p.m. - 3:30 p.m. — Remarks by Mid-State Administrators — Auditorium

3:30 p.m. — Mid-State Technical Institute Faculty Association Meeting — Auditorium

SERVING THE STUDENT WITH SPECIAL NEEDS

Wednesday, May 26, 1976

Sponsored by:

Mid-State Technical Institute, Wisconsin Rapids

and

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing Evaluation: 78/107 participants

Teacher: 61
Administrator: 4
Coordinator 7

I. Which areas were the most useful to you?

--No comment.	1
--Statute 5142 - funding available.	1
--None.	1
--Learning Disabilities. -Hearing the services of the Human Services Board.	5
--Working with Emotionally Disturbed students.	12
--Language and Culturally Disadvantaged.	19
--Learning to recognize use in classroom.	1
--Drugs and Alcohol Abuse.	13
--All.	6
--Educationally Disadvantaged and Recognizing Disabilities.	1
--Working with Learning Disabilities and Working with Cultural Differences.	2
--Language and Culturally Disadvantaged and Emotionally Disturbed.	5
--Drug and Alcohol Abuse and Cultural Differences.	2
--Cultural Differences and Emotionally Troubled Students.	4
--Emotional Disturbances and Drug and Alcohol Abuse.	4

II. Which areas did you dislike or think should be altered?

--No answer.	15
--None.	11
--Opening Session.	2
--Sessions too long, without a break	2
--General Session.	2
--Film	1
--Could only attend two sessions - More discussion would have been useful in two workshops attended.	1

--Drug and Emotional areas could have been more specifically directed toward identification of problems. Otherwise, these presentations were quite informative. 1
--None, but should have more emphasis on our age student. 1
--More basic approach or round table discussion. 1
--Everyone should be only interested in pertinent information. 1
--Should be less lecture and more discussion. 1
--All were very good. 12
--More specific illustrations on how to work with handicapped persons. 1
--3-3:30 session. 2
--Learning Disabled Presentation. 5
--Would have liked to attend all sessions. 2
--Language and Culturally Disadvantaged. 3
--Educational disabilities. 1
--Emotionally Disturbed. 6
--Drug and Alcohol Abuse. 7

III. Do you think additional seminars on the handicapped would be valuable?

--No answer. 6
--No. 11
Not to my area of teaching.
--Possibly. 9
At a later date.
Do not work with the handicapped.
Not as an entire program.
--Yes. 52
Would appreciate speakers from or visits to areas that have programs in progress.
On language difficulties of foreign students.
As well as on the "exceptional" student.
More group participation.
For adults.
More specific cases.
Visual handicaps - more culturally oriented.
Would like to attend other sections.
Area that quite a bit has to be done particularly in Vocational Education.
Mainstreaming. How to provide help for special student within the routine classroom atmosphere.
More about different types of handicaps in specific area.

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

--No answer. 32
--Same format. 7
--Opportunity for attending all sessions. 2
--Repeat of these with more specifics. 1
--More native American cultural sessions. 1
--Too general - perhaps a full school course would be better. 1

--It was a good idea to get input and offer alternatives. 1
--Anything that pertains to our level. 1
--Workshops on competency based instruction. More do-less talk. 1
--Same format - liked use of local people as resource people. 1
--Good planning committee. 1
--Perhaps something on physically handicapped - e.g. blind. 1
--More in dealing with present classroom problems. 1
--This could be continued - more depth in critical areas, small group discussions. 1
--Make use of school specialists already on campus. 1
--More time spent in single areas. 1
--I would like to hear more about the different cultures and ethnic groups. 1
--Drugs, indications and effects. 1
--More insights into other ethnic or minority groups. 5
--Build legal framework before identifying what should be done. 1
--Local people very capable. I was surprised at the availability of number of qualified people in this level. 1
--How to deal with those with reading or audio disabilities. Special classes? 1
--Courses for continuing education units. 1
--More related work to instruction procedures. 1
--More time per item. 1
--Learning about programs in progress, texts and teaching methods for those 'catch up" courses that are closely connected with specific training programs. 1
--More on emotional problems, ways to deal with problems as teacher. 1
--I would like to see seminars in each individual area, like math, engineering. 1
--Liked the informality and format. 1
--Additional audio-visual aids would be useful. More time for discussions and questions. 1
--Help for special student within the routine classroom. 1

V. Please note any specific needs of the handicapped that are not adequately met in this community.

--No answer. 56
--Not aware. 5
--Need better screening for students entering school. 1
--Early detection and action taken for learning disabilities. 1
--Better counseling in vocational programs. More thoughts should be given to chances for success. 1
--Self-Image. 1
--Blind - Mental Retarded. 1
--Transportation, housing, job placement. 1
--Stairs - curbs - narrow doorways - heavy doors. 1
--Icy sidewalks. 1
--Language - Vietnamese - blindness - hearing. 1
--Training for blind. 1
--Education is not readily available to all physically handicapped. 1

--Ramps. 1
--Indian cultural - whose problem is it? 1
--Drug problem could be handled better - drug education. 1
--Some satelite campuses lack adequate availability of resource people. This is improving and continued information sessions on what is available should help. 1
--Natives and refugees - Speech defects. 1

VI. What resources, information, or help do you need to improve services to the handicapped?

--No answer. 49
--More psychological and previous information available to better understand the nature of problems as well as how to deal with them. 1
--Advance note of student's condition and more background information so that we can work more successfully with them. 4
--Time to implement entrance exams so we are aware of student weaknesses. 1
--Need to have better communication. 5
In help and also a more defined position.
Workshops and dept. meetings to further communication.
Better communication with student services.
--More time - less load. 2
--A brochure describing all human services available. 1
--Laws. 1
--Need more help for student counseling - also more time. 1
--Familiarity with what we are doing. 1
--Counselors available during school times. 1
--Continued support and contact from district service agencies. 1
--More training in techniques of teaching ESL. 1
--Direct contact with various institutions. 1
--Aiding these cases usually end up in a financial problem. 1
--Any that will improve service. 1
--An in-depth analysis of needs should be initiated. 1
--I feel that in general, there are adequate resources. 1
--Nutrition and health services for the Vietnamese. 1
--List of what is available in district and what is available in the community should be compiled. Every instructor should have a copy of this, plus a schedule as to proper procedure to follow if help is needed. 1
--Special services should be available in the area when needed - phone numbers and addresses. 1

VII. Other comments.

--Very interesting. 5
--Compliments to the program committee. 1
--This was a good experience and valuable. 1
--Have a better understanding of cultures. 1
--Best spring inservice we've had for awhile. 1
--Seminar was well representative of problems pertinent to classroom today. 1

--MSTI needs a LD program (specifically in reading area)	1
--Found the discussion on working with students from different cultural backgrounds very interesting.	1
--The workshop on culturally different backgrounds was not applicable to my field, but was very interesting and applicable to one's life in the community at large.	1
--Most useful and productive inservice I've attended since coming to MSTI.	1
--Continue classes.	1
--More time for questions with presenters individually.	1
--Costs must be justified to the taxpayers.	1

HANDICAPPED NEEDS -

EXPLORING COOPERATIVE APPROACHES TO VOCATIONAL EDUCATION

Third Annual Administrative Leadership Conference

for VTAE Administrators and Secondary LVEC's

Sheraton Inn - Madison

June 10, 1976

1:00 p.m. - 2:30 p.m.

and

3:00 p.m. - 4:30 p.m.

Panel Moderator: John J. Gugerty - Specialist
Center for Studies in Vocational and Technical Education
University of Wisconsin - Madison

Panel Members and Presentations:

1. Topic: What Information on the Handicapped Could be Provided by an LVEC to a VTAE Teacher?

   Speaker: Audrey Lehman, Local Vocational Education Coordinator
   East High School
   Madison, Wisconsin

2. Topic: What Information on the Handicapped Could be Provided by a Multi-disciplinary Team under Wisconsin Statutes, Chapter 115 and the Accompanying Administrative Rules to a VTAE Teacher?

   Speaker: Sue Richter, Department Chairperson, Special Education
   East High School
   Madison, Wisconsin

3. Topic: What Information on a Handicapped Student Could be Provided by a DVR Counselor to High School and VTAE Counselors?

   Speaker: Michael Zlotnick, Rehabilitation Counselor
   Madison District Office, Division of Vocational Rehabilitation

4. Topic: Proposals on Obtaining and Using Relevant Information on Special Needs Students

Speaker: Alun Thomas, Assistant Director
Community Services
Madison Area Technical College

Response to Panel:

James Urness, Consultant Special Needs
Wisconsin Board of Vocational, Technical and Adult Education

Question and Answer Session

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, THE UNIVERSITY OF WISCONSIN-MADISON

The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, manpower training—to citizens of all ages in all communities of the State. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the State.

Merle E. Strong, Director
Roger H. Lambert, Associate Director

For further information on this or other Center activities, contact:

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